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ABSTRACT

This resource guide is designed to help educators in elementary and secondary schools involve their communities in planning and carrying out goal setting for their districts' schools. Section 1 provides an introduction to community involvement in educational goal setting: the rationale for it, some common concerns of professional educators, and some of the benefits, in terms of both process and outcomes, to be realized from school-community goal setting. This section is designed to complement a slide-tape presentation. Section 2 details the actual goal setting process: the major issues and the considerations involved in planning and carrying out the process, alternative approaches to resolving these issues and considerations, and related resources that can be obtained to provide training or further guidelines. The eight resources reviewed were selected because they could be used at the district level and because they are guides for action rather than case studies. (Author/IRT)

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Setting Goals for Your School District:

A Community Involvement Resource Guide for Educators

Developed by

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and

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PREFACE

This resource guide is designed to help educators in elementary and secondary schools involve their communities in planning and carrying out goal setting for their districts' schools. The ideas presented here are founded on past research and personal communication with numerous educators and community people, throughout Oregon, but particularly in the regions of the Eugene-Bethel-Springfield school districts.

Section One of the resource guide provides an introduction to community involvement in educational goal setting: the rationale for it, some common concerns of professional educators in particular, and some of the benefits, in terms of both process and outcome, to be realized from school-community goal setting. This section is designed to complement the slide-tape presentation, Community Involvement in Educational Goal Setting, which was also developed by the Consortium goal-setting project. Section One and the slide-tape presentation may be used together to motivate both educators and members of the larger community to become actively involved in educational goal setting.

While Section One is introductory, it is our hope that readers--both school personnel and interested community members--will really "get their teeth into" Section Two. This section details the actual goal-setting process: the major issues and considerations involved in planning and carrying out the process, alternative approaches to resolving these issues and considerations, and related resources in addition to this guide which can be obtained to provide training and/or further guidelines to those who wish to initiate a school-community goal-setting program.

Although previous documents (specifically, the Oregon State Department and SPECS resources reviewed in this guide) dealt with most of the same issues and considerations, this resource guide appears to be unique in (a) considering the issue of commitment as an essential first step in the goal-setting process, (b) spelling out the possible approaches for resolving each consideration and their implications, and (c) identifying related resources to which readers of this guide can turn for additional training and/or information concerning each approach. As a result, the guide may prove useful at a wide range of stages in each school district's goal-setting process--from preliminary thinking, to detailed planning, to actual implementation of a goal-setting program or evaluation of a completed program.

Our list of issues, considerations, approaches, implications, and resources is certainly not exhaustive, nor even perhaps one with which most readers will feel satisfied. Some may disagree, for example, with some of the implications that have been described for particular approaches, or may feel that the most significant implications have been left out. So be it! Complete agreement is neither necessary nor possible, given the range of opinions that exist on the subject of goal setting. If, however, the material in Section Two stimulates readers to do their own thinking about the implications of various approaches, and to use the detailed chart as an aid to think about, develop, or execute their own goal-setting program, the resource guide will have served a very useful purpose.

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INTRODUCTION

RATIONALE FOR EDUCATIONAL GOAL SETTING

As public institutions, elementary and secondary schools depend on both state and local sources of financing to carry out their functions. From both the state and local level, Oregon school districts are being encouraged to clarify the broad educational expectations that guide school programs and activities.

The Oregon Board of Education has established standards for local school districts to set goals that express both the learner outcomes desired by the local community, and the statewide goals established by the State Board. At the local level, residents of many school districts have become increasingly vocal about their right to be informed about, and involved in establishing, the goals and objectives which schools hold for their students.

Even beyond urging from the state or the local community, however, educators themselves have become more concerned in recent years with the need for goal setting. Specification of the broad expectations for student learning and/or behavior is an essential element of competency-based education. Once broad goals have been set, they become the basis for deriving the more specific goals which the schools are designed to help students achieve. Furthermore, once the goals are clearly defined, it becomes possible to assess the effectiveness of instructional and other school programs in achieving the goals, which forms a system for program planning and accountability that promises to be far superior to older models of educational management.

Setting goals that can actually be used to guide program decisions is a complex, often difficult task. If community and school people can

work cooperatively on goal setting, the task both becomes more manageable and forms a basis for a more harmonious relationship between the schools and their diverse communities. Hopefully this resource guide will lead to a surge of effort towards improved school-community goal setting.

CONCERNS RELATING TO COMMUNITY INVOLVEMENT IN EDUCATIONAL GOAL SETTING

While emphasizing the positive benefits of school-community goal setting, this resource guide was developed with full awareness of the many concerns which may make even the most dedicated school person or the most supportive community representative look upon the task with some reservations. In choosing answers to the specific issues and considerations dealt with in Section Two, you may find it helpful to keep these general concerns in mind. They are less likely to create a stumbling block when the goal-setting process is underway, if they are given advance thought and consideration while you plan the process. The description which follows is by no means a complete list of the possible concerns which may arise for a given school district. Instead, it includes those which were mentioned most often by the persons contacted and in the literature reviewed during development of this resource guide. Possible suggestions for dealing with each concern are also briefly considered.

Costs of Goal Setting

Unless school district personnel have a rough advance estimate of what a goal setting program will cost, the coordinator(s) may plan a program that is not appropriate in terms of the money available in the school budget to support goal-setting activities.

At a minimum, there will probably be some expense for supplies and postage, and clerical time to prepare and process materials. There may be costs associated with meetings, including food, room rent, child care, and travel. Training costs may be substantial--for example, trainer or consultant fees and purchase of training manuals. If a coordinator is specially selected to coordinate the goal setting activities, his or her salary may be added to the costs of the program.

Besides the direct dollar outlay, the time spent on goal-setting activities by various people may be considerable. Most school personnel receive no extra salary for this work, but do it as part of or in addition to other duties. Community representatives usually work on a voluntary basis, or with minimal compensation. Since time is money, however, the cost of goal setting in terms of school and community time must be recognized.

Some school districts have been able to underwrite the costs of goal setting through special grants. On the other hand, if goal setting is regarded as a necessary, ongoing part of school management, its cost becomes both more justifiable and of less concern as a separate expense. Considering the potential benefits of an effective goal-setting process, a goal-setting effort may be well worth the expense.

The Community's Desire for Involvement

It can easily be said that the community, in general, wants to be involved in setting goals for its schools. But when school districts must decide who in particular to involve, how, and to what extent, the decisions are not so easy. Unless the district has a history of successful community involvement in its operations, the announcement of a new goal-setting program may be met with initial distrust. Some groups may feel left out--for example, students often are excluded despite their recognition that they are the group most directly affected by school decisions and activities. Other groups or individuals may complain about what the schools are doing but may not be willing to invest the energy to work with the schools to bring about constructive change. And all groups may be suspicious of the district's intentions. Specifically they may wonder whether goal setting is being carried out simply as a one-time public relations activity to gain short-term support from the community (or to quiet critics, meet state requirements, etc.) or whether there is an honest commitment to follow through and use the results of goal setting, and to make goal setting with community involvement an integral part of the school's management process.

Such concerns need careful thought. So as not to exclude significant groups, educators must be sensitive to the local conditions in their own districts, as well as to the obvious stakes which certain groups (for example, students, parents, teachers, prospective employers of graduates) have in the districts' goals. Obtaining involvement from a truly representative sample of all elements in the community requires clear, widespread communication about the goal-setting program and its

purpose, offering incentives to encourage participation, and responding flexibly to the different types of involvement with which different members of the community may be most comfortable. Some school districts have used more than one goal-setting procedure, for example--thereby allowing a few highly committed community persons to be extensively involved while a much larger number may become involved in a more limited fashion. Even if this option is not possible, you may find it very beneficial to include community representatives in selecting or developing the procedures for community goal setting, thus being able to present the procedure to the wider community as one reflective of community preferences and also increasing the probability that you will provide a procedure which they will in fact find satisfactory.

Possible Unintended Effects of Community Involvement

Some school people who have experienced community involvement in various forms warn of its unintended consequences. Among the possible consequences described are that the community may actually become less supportive of the school because opposition which previously was not expressed may become mobilized and activated through the goal-setting process. This concern appears to reflect a distrustful or adversary stance toward the community on the part of the schools. Unfortunately such a stance may create a "self-fulfilling prophecy" whereby school-community relations may, in fact, be worsened by attempting to "involve" the community to the least extent possible. If the roots of opposition to school programs and policies already exist,

the goal-setting process will probably have to take them into account, but perhaps it can still be constructive by serving as one vehicle for communication and exploration of the basis for such opposition.

Others are concerned about the community's proper domain in school decision making. Some educators express misgivings that the community will not wish to limit its involvement to setting broad goals for student learning, but will insist upon being involved in setting goals for school programs as well as specification of instructional and other program activities (for example, pupil transportation and staffing decisions). It should be noted that not all school personnel agree that community involvement in administrative and instructional decisions is undesirable. Case studies of goal setting (see, for example, the Oregon State Department review of programs) demonstrate that some districts have actively sought community involvement in such activities as curriculum development and making recommendations on new school buildings, facilities, and programs. Such activities are not really new, since school and district advisory councils have for years had at least some input into such school decisions. Perhaps what is uniquely effective about making such activities on the part of community members part of the goal-setting process is that they are thus better grounded in concern for the student outcomes they may be intended to accomplish. However, the question of what decisions the community should take part in, and how, cannot be answered in general terms, but must be considered, and probably reconsidered on a regular basis, by each school and school district and its surrounding community.

BENEFITS OF COMMUNITY INVOLVEMENT IN EDUCATIONAL GOAL SETTING

The benefits of community involvement in educational goal setting can be considered both in terms of its ultimate outcome and in terms of the process by which that outcome is reached.

The goal-setting process benefits those who are involved in it in several ways. By increasing community participation in school decision making, it tends to enhance the community's sense of ownership and support for the schools. It leads to greater communication between school people and people in the larger community who are concerned about the schools--thus, for example, increasing the opportunity for school people to explain what they are doing and for what purpose, and providing an opportunity for the community to give constructive suggestions as to what it desires of its schools. Goal setting can also lead to new skills and a better definition of the roles and responsibilities of teachers, parents, and other school and community people who are involved in education.

With regard to the ultimate outcome of a goal-setting program, the goal statement that is developed should have a positive impact upon students, and upon school programs in general. District-level goals provide a sound basis for, and help clarify the intent of, the more specific goals of existing programs. Moving beyond the status quo, however, the goals provide a sounder foundation for program review and revision. Programs can be revised, or new programs can be developed, in accordance with the activities and procedures that appear most appropriate and most likely to achieve the goals which the community holds for its schools. Since it is possible to assess the extent to which students and/or programs are achieving desired goals,

a good goal statement can also lead to greater school accountability, whereby the schools themselves are evaluated in terms of their success in achieving the desired goals.

ISSUES AND CONSIDERATIONS INVOLVED IN GOAL SETTING, ALTERNATIVE APPROACHES, AND RELATED RESOURCES

OVERVIEW OF THE GOAL-SETTING PROCESS

Planning and carrying out a school district goal-setting process with community input are complex tasks. Planning involves serious theoretical and procedural issues which are interrelated, and implementing the goal setting process can be time-consuming and challenging. This guide will describe six issues or areas of concern which must be addressed in a goal-setting program:

A. Initial Commitment: Is there a commitment to carry out goal setting?

B. Planned Use/Follow-up: What use will the school district make of the goals?

C. Administration: How will the district's goal-setting program be administered?

D. Product: What will be the nature of the goals developed?

E. Participation: Whose expectations will be reflected in the goal statement?

F. Procedure: What will the goal-setting group do and how will they do it?

Before a goal-setting program begins, it is critical that both community people and school staff be committed to carrying out goal setting. This is especially important with regard to the school district administration, for while a community group could produce a set of educational goals on its own, the school district must endorse or adopt the goals before they will be used. Hence, even if the

school district administration does not initiate goal setting, they must actively support the process for it to succeed. In addition, the interest and support of community members are essential to obtaining their participation in the process. It is pointless to initiate and plan a program including community involvement, without verifying in advance that community members will participate.

The issue of commitment can be stated as a simple question: Is there a commitment to carry out goal setting? This issue is considered first, because only after the commitment of school personnel and community members has been verified should the specific issues involved in planning and implementing the goal-setting program be addressed. The remaining five issues appear to be central in the range of goal-setting resources and case studies of goal setting which have been reviewed. The issue of Planned Use/Follow-up deals with long-term questions of how the goals will be used by the school district; how to determine whether the goal-setting program is successful; and whether the goal-setting process should be continued. Administration questions deal with the decisions of who will plan and implement the goal-setting process. The Product issue concerns what the final goals will be like and the Participation issue refers to questions of which people and how many will be involved. The issue of Procedure asks what people will do in the goal-setting program.

The actual sequence in which these issues are decided and implemented may vary. All of them need to be thought about together, and the decisions made on any one of the issues will have implications for the others. For example, a decision about how the goals are to be used will probably affect the decision of what the product or final

goal statement will be like, and that, in turn, will eliminate some procedural alternatives. A planning group might also logically begin by selecting a procedure which will define the product, and then the form of the goals could suggest ways to use them. The point is that the issues are interdependent. However, Planned Use/Follow-up and Administration are considered here before Product, Participation and Procedure because preliminary decisions on the former two issues ideally ought to be made before the latter three are specified.

We have developed a list of major considerations relating to each of the six issues described above. The list is hardly exhaustive, but it includes the most important concepts uncovered in our review of literature and through personal contacts.

USING THE CHART

To save the reader's time in reviewing each issue, the considerations related to it, and the alternative approaches, we have charted this information beginning on page 21. Each page of the chart deals with a single consideration for a single issue. The issue is specified and underlined at the top of the first column; the consideration, phrased as a numbered question, is presented below the issue; and then the alternative approaches are listed as a, b, c, etc. The second column notes implications of each approach and the third column cites resources reviewed by developers of this guide, which describe and/or recommend each approach.

Now to better understand how to use the chart, please turn to the first page, read it over quickly, and then return to this section.

Initial Commitment

The first page of the chart deals with the issue of Initial Commitment, and the first consideration under this issue is whether or not there is evidence of any need for a statement of goals for the school district. Four alternatives are listed which could be accepted as evidence for such a need. First, the school board may have expressed a need to clarify the district's educational goals. If this is the case, it implies that the school board will support the goal-setting process--i.e. that they are committed to it--but, since most school board positions are elective, it may also imply some political basis for the board's involvement which could affect program participation and the form and use of final goals.

The second alternative is that school personnel, probably in the district administration, will decide that an up-to-date statement of goals is necessary. The expression of a need for a goal-setting process can again be taken as evidence of commitment and, the fact that the need is felt by the school administration implies that district personnel probably have some intention to use the goals and some ideas about how to use them.

The third alternative listed is that the community may express a lack of understanding of, a lack of support for or actual disagreement with existing goals. This demonstrates a perceived need for clearer and/or more representative educational goals, but it may further imply a more pervasive conflict between the school board, school personnel and the community. Therefore, one implication listed for this alternative is that a concern for developing goals might be

related to other problems or issues in the minds of community members. These "other issues" might obscure the concern for goal setting and, as noted in the second implication, a school district initiative may be necessary to ensure that the community's involvement is constructive. Furthermore, as noted by the third implication, the establishment of a goal-setting program offers community critics of the schools an opportunity to accept some responsibility for improving them.

The fourth alternative source of evidence that a district needs a goal statement is basically governmental. In Oregon, for example, the State Department of Education has recommended that all school districts develop and adhere to sets of educational goals at the district, program and course level. If such a recommendation is given the weight of a regulation, failure to comply implies penalties such as loss of funding or accreditation. As the second implication notes, some sanction or enforcement method would probably be necessary to convince school districts that goals are needed; but the need for goal setting in this case does not necessarily imply true commitment from the school or its community.

Hence, a demonstrated need for goals may not be enough to show an initial commitment on the part of potential participants and we will have to look for further evidence of interest in goal setting, to verify the existence of a commitment. This leads to the second consideration relating to Initial Commitment which is listed on the second page of the chart. This concerns whether there is any evidence of interest in goal setting for the district, aside from expressed needs. Again, there are four alternative approaches or answers.

The first is the ideal answer--that the district already has at least an informal goal-setting and/or community input process--but this situation may be encountered infrequently in local school districts. More commonly, the community, the school board or school district personnel must demonstrate interest in goal setting by seeking to initiate some kind of goal-setting process. The reader will note that, next to the last alternative under this consideration (the school administration initiates a goal-setting process), a resource (SPECS) is cited in the third column of the chart. The SPECS program recommends that a school goal-setting process be initiated and supported by school district personnel, to ensure at least that the product of the goal-setting process is clear and useful to them.

You will notice that no resources are cited for the other approaches under the two considerations related to the issue of Initial Commitment. This occurred because the goal-setting resources reviewed in preparing the chart do not directly address the issue of commitment. They appear to assume the existence of a commitment on the part of all participants.

Initial Commitment was placed first in our description of issues because we do not believe that it can or should be taken for granted. Even the most costly and detailed goal-setting program can fail if not enough people are interested enough to participate.

Planned Use/Follow-up

Goal setting might also fail if the goals are never used or if

the goals which are produced are not valid. This is the basis of the Planned Use/Follow-up issue which is outlined beginning with the third page of the chart. The four considerations listed for this issue address the questions of the effect of the goals on school programs; what formal recognition they will receive from various groups; how to verify that the goals are acceptable or valid; and whether or not to continue the goal-setting program as an ongoing process. Again, this issue is not one addressed specifically by many of the resources, so the reader will find few citations by some of the considerations. Resources have been listed here not only when a particular alternative is described or recommended, however, but also when a resource recommends procedures or products that appear to imply a certain use or follow-up activity. Usually when no resource is cited for a given approach in the chart, the reader can conclude that none of the resources stated, implied or discussed the alternative. The absence of a citation for an alternative should not be interpreted as a negative comment on the approach. To determine whether a resource might actually recommend against an approach (which rarely occurs), the reader would need to refer to the materials themselves.

Administration

The Administration issue is addressed by all of the resources and most of them also recommend a particular approach to resolving each of the two considerations. Most of the resources which were reviewed recommend giving the responsibility for planning and coordinating the goal-setting program to the district staff or a group directed by

someone from the school district. As noted in the implications column, this rests administrative responsibility with those most accustomed to such tasks--it is "easier" to let school district staff be the administrators--but there is a possibility that community people would feel left out, resent the school district people and/or think them domineering if all the decisions were made by district personnel. It is in the context of this issue that the importance of good leadership can be seen, both in planning and implementing the goal-setting program.

It should be noted that the group selected to plan the goal-setting program will probably make the final decisions on the remaining three issues--Participation, Product and Procedure. This resource guide might be a particularly useful tool for them in that context.

Product

The Product issue involves three considerations which are somewhat technical in that they depend upon the definition of what a goal actually is. There are many ways of defining "goal" and we have tried to avoid adopting any one to allow for the different definitions used by various resources or individuals.

The first consideration, the level addressed by the goals, is explained in the chart which provides the Oregon State Board of Education definition of goals at each of three levels: district, program and course level. In collecting resources, we specifically sought those which relate to goal-setting programs at the district

level; hence, most are cited by the first approach. However, with the exception of the Phi Delta Kappan materials, all of these resources could be adapted for goal-setting programs at other levels fairly easily. This might prove important because, as noted in the implications, community people may be unwilling or unable to address the more general district-level goals, preferring the more specific areas of course or program goals.

Participation

The Participation issue is potentially political and planners may be accused of "stacking the deck" in their recruitment or selection of community participants. To avoid this, most resources urge planners to define the community as broadly as possible and to seek a group representative of all segments of the community.

The second and third considerations, concerning how many persons to include and how to select them, are discussed in all the resources except Placer. The Phi Delta Kappan, Oregon State Department and SPECS materials have particularly thorough discussions, but none of the resources actually designates a particular approach.

The best approach, or combination of approaches, to the Participation issue will vary depending on the district and on the decisions made on other issues. In small districts it might be possible to involve every person in the district, while time and budget limitations would force a large district to seek a smaller sample. Also, some procedures require the participation of many persons and others would be impractical to implement with large groups. Planners must often

weigh their desire for broad involvement against their preference for a particular procedure.

Procedure

The first consideration under the issue of Procedure is a conceptual one. It reflects the fact that people differ widely on how goals should be formulated. For example, some might see goals as problem statements, while others understand them better as expressions of general ideals. How the goals are to be defined has implications, as noted in the chart, for the types of background information that needs to be provided to the goal-setting group, as well as for the significance which different people will attach to the goals.

The Procedure issue also involves many practical considerations. Planners have to weigh how much community members wish to participate, and what contributions they can and wish to make, against the resources available to implement a goal-setting program. As one can deduce from the second and third considerations under Procedure, there are many methods for soliciting community input and many specific activities that the community can perform.

Basically however, the activities covered under consideration #3 break down into two, either writing goals or responding to prewritten goals. The former approach permits creative, active input, but it is time-consuming. It limits the number of people who can participate actively, as it implies that they will receive prior training or instruction and that they will work in relatively small

groups. Actually writing goals requires a strong community commitment and special skills. Two of the resources reviewed here (Cincinnati and Far West Lab) train people in writing goals, but the more common approach, represented by all the remaining resources, involves little or no training. Typically, community people are asked to express areas of concern and/or rank pre-set goals. Often, as seen from the repeated mention of some resources, several approaches are recommended.

The fourth and fifth considerations under Procedure are included in recognition that the diverse groups typically involved in educational goal setting are not used to working together. As the implications listed for consideration #4 suggest, there are both advantages and disadvantages to either the approach of having representatives from all groups work separately or the approach of having them work together, and these must be weighed. Our final consideration describes how the work of different groups can be compiled or reconciled, should planners choose to ask various types of school-community groups to work separately in setting educational goals.

APPROACHES TO GOAL SETTING, IMPLICATIONS, AND RELATED RESOURCES

The chart on the following pages describes alternative approaches which can be used to resolve major issues and considerations involved in the goal-setting process, their implications, and related resources. See pages 11-20 in the text for a detailed explanation of the chart.

Approaches to Goal Setting, Implications, and Related Resources

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Initial Commitment		
1. Is there evidence of a need for a clear statement of goals for the district?		
a. Board may express a need to clarify school district goals.	-helps ensure commitment to goal setting by board -suggests possible political basis for perceived need	
b. School personnel may become aware that whatever goal statement exists is either outdated or inadequate.	-may motivate school staff to put more time and effort into goal setting -helps ensure that resulting goals will have impact on school programs	
c. Community members may express lack of understanding of, lack of support for, or disagreement with, school goals.	-concern for goals may be obscured by or combined with other issues -unless district takes initiative, community dissatisfaction may express itself in less constructive ways -puts responsibility on critics to become involved in goal setting program	
d. A regulatory agency (e.g. the state department of education) may adopt a policy calling for goal setting at the local level.	-delay in goal setting may lead to loss in state/federal aid or accreditation -unless the policy is enforced it may be ignored at the local level	

Approaches to Goal Setting, Implications, and Related Resources

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Initial Commitment		
2. Is there evidence of an interest in goal setting on the part of school personnel and/or the community?		
a. School district may have a history of conveying concern for what teachers and the public think and want.	-should result in a community supportive of its schools -difficult to achieve in view of diversity of opinions and needs concerning education	
b. School board may decide to initiate a goal setting program.	-helps ensure that resulting goals will be recognized and taken into account by board -Program may be viewed with suspicion by those who distrust board actions	
c. Community groups may put pressure on the schools to clarify goals as part of a desire for improved education programs.	-goal setting may be viewed as a "foot in the door" to influence program decisions -suggests need for maximum community involvement in goal setting if critics are to be appeased	
d. School administration may decide to initiate a goal setting program.	-helps ensure that resulting goals will be used in district decision making	SPECS

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Planned Use/Follow-Up		
1. What effect will the goal statement have on the school curriculum or other programs?		
a. The goal statement may be designed primarily to clarify the underlying intent for existing programs.	-may be an important aspect of needs assessment, student evaluation, and hence accountability	Cincinnati Far West Lab Fresno Placer
b. The goal statement may be viewed as a first step in revision of existing programs and/or development of new programs.	-reflects systematic approach to program development -may encourage more comprehensive examination of programs	Far West Lab Oregon State Department Phi Delta Kappan
c. The goals may be used to establish priorities for budgeting.	-goals not given heavy emphasis may be used to justify budget cuts -may make goal setting process more difficult because of potential financial impact of decisions concerning goals	

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Planned Use/Follow-Up		
2. What formal recognition will the goal statement be given by the board and/or other school/ community groups?		
a. A task force or larger community sample involved in developing the goal statement may "approve" the goals for submission to the board for board review and reaction.	-helps ensure commitment to goal statement by the community	Fresno
b. The board may accept the goals as statements of community expectation, to be taken into account in policy making.	-helps ensure board responsiveness to community views	Fresno
c. Following staff review and possible revision, the board may officially adopt the goals on behalf of the district.	-tends to blur distinction between community and board prerogatives	

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Planned Use/Follow-Up		
3. Once the goal statement has been produced, what provision will be made for further evaluation or revision of the goals?		
a. Goal attainment may be evaluated through a systematic testing program of student achievement.	-provides clearcut evidence -emphasizes relationship between goals, evaluation, and accountability	Cincinnati Placer
b. The entire goal statement may be reviewed and updated periodically.	-reexamination of entire statement (perhaps every 3-4 years) provides for necessary updating -annual review may be overly time consuming	
c. Portions of the goal statement (for example, goals specific to given subject areas and/or grade levels) may be slated for review and revision on a specific timetable.	-helps ensure use of goal statement by those responsible for instruction in given subjects at each grade level -provides for systematic updating	Beaverton
d. There may be no provision made for evaluation or revision of goals.	-tends to make goal setting a "one-shot" activity which may limit its impact -those involved in the goal setting process may be disappointed if no provision for further work is made	Far West Lab Fresno Phi Delta Kappan SPECS

Approaches to Goal Setting, Implications, and Related Resources

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Planned Use/Follow-Up		
4. What provision will be made for evaluation or continuation of the goal-setting process?		
a. Procedures may be established to revise or evaluate the goals.	-such procedures will not only improve on the goal statement, but also serve to continue the goal-setting process	
b. Objectives may be set in advance for the goal setting process and then information can be collected at different points in time to assess how well the process is being/ has been carried out.	-may require employment of an independent evaluator -can lead to an improved goal setting process and hence improved school-community relationships	Beaverton Placer
c. Those involved in goal setting may become involved in curriculum development or other program activities.	-to be successful, school personnel must be ready to accept community involvement in program decisions -may result in innovation -provides additional resources (time and talent of people besides the educators) for program development	Far West Lab

Approaches to Goal Setting, Implications and Related Resources

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Administration		
1. Who will plan the district's goal setting program?		
a. Committee of school staff.	-easier to establish -excludes community from initial step	Cincinnati Oregon State Department Phi Delta Kappan
b. Committee of community members with school staff member as coordinator	-ensures community input -invests leadership in school staff	Placer
c. Staff-community committee with school staff member as coordinator.	-creates opportunity for educators and noneducators to work together -invests leadership in school staff	Beaverton Far West Lab SPECS
d. Staff-community committee with lay person as coordinator.	-creates opportunity for educators and noneducators to work together -invests leadership in community	Fresno

Approaches to Goal Setting, Implications and Related Resources

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Administration		
2. Who will serve as leader or coordinator to carry out the goal setting program?		
a. One or two of the school personnel who were originally involved in planning the goal-setting program may take primary responsibility for carrying it out.	-helps ensure that implementation corresponds to plan -helps clarify who can make final decisions and take ultimate responsibility for program	Far West Lab Phi Delta Kappan Placer
b. Steering committee of community representatives may carry out the program.	-helps maximize community input in goal setting -requires highly interested and talented group of citizens -district staff must be willing to accept committee's decisions	Beaverton Fresno SPECS
c. A district staff coordinator and a steering committee of community representatives may jointly coordinate goal setting activities.	-creates opportunity for educators and non-educators to work together -helps ensure both technical skill and an initial political base for implementing the program	Cincinnati Fresno

Approaches to Goal Setting, Implications and Related Resources

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Product		
1. At what level will goals be set?		
a. District-level: district goals are statements of broad, general learner outcomes a local district and its community see as desirable consequences of instruction and relevant to attaining state board goals for elementary and secondary education.	-need for wide community involvement at this level is implied in state definition -represents a logical starting point since program-and course-level goals are more specific and give direction to district-level goals	Beaverton Far West Lab Oregon State Department Phi Delta Kappan Placer SPECS
b. Program-level: instructional program goals are statements of desired learner outcomes for each district instructional program in any combination of grades kindergarten through 12; support program goals are outcomes of a program in a school system to support the entire system or one or more of its components, usually stated in terms of service to be performed.	-helps further refine broad goals and specify their relationship to instructional and other school programs -at this level separate goals for instructional and noninstructional programs can be specified	Far West Lab Fresno Oregon State Department Placer
c. Course-level: course goals are statements of desired learner outcomes for each course or unit of study in grades 9 through 12.	-course goals for grades K-8 are not required by state but are probably still highly desirable for the district and its community -helps further refine instructional program goals	Cincinnati Oregon State Department

Approaches to Goal Setting, Implications and Related Resources

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Product		
2. For what school functions and/or subjects will goals be defined?		
a. Goals may be set related to one, some, or all of the instructional programs of the district.	-helps ensure that instructional programs are maintained not simply for tradition but for their relationship to achievement of goals -since very broad goals may be relevant to more than one instructional program, goal setting may be unduly limited if specified only for given programs	Beaverton Cincinnati Far West Lab Fresno Oregon State Department Phi Delta Kappan Placer SPECS
b. Goals may be set related to one, some, or all of the noninstructional programs (like counseling, pupil transportation).	-allows for recognition of the impact of noninstructional programs, too, on students -recognizes importance of noninstructional programs in the total school operation	Fresno SPECS

Approaches to Goal Setting, Implications and Related Resources

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Product		
3. What types of goals will be produced?		
a. Goals may be set for student outcomes, that is, the particular cognitive, affective, and psychomotor learning and/or behavior desired of students.	-helps establish the basis for specific objectives of instruction -helps specify the ultimate purpose of all school programs designed to affect student learning and/or behavior	Beaverton Cincinnati Far West Lab Oregon State Department Phi Delta Kappan Placer SPECS
b. Goals may be set for the educational process, that is, the particular programs provided by the school district.	-tends to blur the distinction between community and professional prerogatives -community may feel strongly that they should have a voice in program goals and, by extension, program decisions	Fresno SPECS

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Participation		
1. Who is the district's community for the purpose of setting educational goals?		
a. All persons who reside within the district's geographic boundaries.	-it may be difficult to identify all persons -excludes people with a stake in the district's schools but who live outside its boundaries -gives greater voice to those whose local taxes support the schools	Fresno Oregon State Department Phi Delta Kappan
b. Only those persons residing in the district who meet certain criteria (for example, being a lay person, being of voting age) or belong to certain categories (for example, students, parents of students).	-implies that certain community groups have/ should have more input into educational goal setting than others -provides a basis for stratified sampling (see question No. 2 under Participation)	Beaverton Cincinnati SPECS
c. All persons who have a stake in the district's schools (for example, school personnel who live outside the district, employers).	-recognizes that the impact of the schools may extend beyond its geographic boundaries	

Approaches to Goal Setting, Implications and Related Resources

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Participation		
2. What would be considered an adequate or optimum number for the purpose of setting educational goals?		
a. The minimum number needed to ensure statistical representativeness of the total community.	-while logically sound, this approach may lead some persons in the community to feel that they, or others, are not being sufficiently involved.	Beaverton
b. An adequate number to represent all groups expressing concern for the schools.	-while appealing, it is difficult to define "adequate" and even harder to achieve adequate representation of all concerned groups	Cincinnati Oregon State Department SPECS
c. As large a number as are willing to become involved.	-requires a goal setting procedure that is not hampered or made prohibitive in cost by response of a very large sample	Beaverton Fresno

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Participation		
3. What sampling or selection procedures will be used to identify the individuals to be involved in goal setting?		
a. Drawing a simple random sample from a list of all individuals in the community.	-difficult to obtain complete list--but census reports, telephone directories, tax rolls, etc. can be used -possible to control sample size	Beaverton Oregon State Department Phi Delta Kappan
b. Drawing a stratified sample from a list of all individuals in the community identified by age, socioeconomic status, or other characteristics.	-helps to ensure that sample reflects differences in community makeup and represents relevant groups -possible to control sample size	Oregon State Department Phi Delta Kappan
c. Identifying major community organizations and requesting volunteers and/or nominations from the membership.	-helps ensure that those selected are active in community affairs	Beaverton Cincinnati Fresno Oregon State Department
d. Requesting participation from members of already established school-community groups, for example school or district advisory councils.	-helps ensure that those selected are actively concerned about the schools -probably not representative of entire community	Cincinnati Fresno Oregon State Department
e. Requesting participation from all individuals in the community.	-limits procedures for collecting information to less costly methods and those appropriate for very large groups -response rate may be low	Beaverton Fresno Oregon State Department SPECS

Approaches to Goal Setting, Implications and Related Resources

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Participation		
3. What sampling or selection procedures will be used to identify the individuals to be involved in goal setting? (continued)		
f. Organizers invite friends or acquaintances who they feel would be interested.	-probably not representative of entire community -helps ensure active group with full response -easy to obtain list -may be considered politically biased	Cincinnati Fresno Phi Delta Kappan

Approaches to Goal Setting, Implications and Related Resources

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Procedure		
1. On what basis will the goals be defined?		
a. On the basis of expectations of what the community wants students to get from school.	-emphasizes the future, that is what students will be like after they complete schooling	Beaverton
b. On the basis of perceived needs or problems which the community sees in the education of students.	-useful background information would include test data on student achievement -may neglect goals that are important but relate to areas where the schools are perceived to be doing a good job -puts emphasis on the negative	Cincinnati Fresno
c. On the basis of the apparent purpose underlying specific teaching and other activities going on in the district's schools.	-useful background information would include information as to what teachers and other staff are doing or trying to do -helps clarify relationship between goals and the means used to achieve them	
d. On the basis of the appropriate objectives to achieve the broad educational philosophy or intent of the school district.	-useful background information would include statements of educational philosophy or intent of the district -board might be called upon to clarify district philosophy if necessary	Far West Lab SPECS
e. On the basis of the ideals which the community holds for its citizens.	-helps illustrate that the school system is one of many community institutions concerned with personal development	Oregon State Department Placer

Approaches to Goal Setting, Implications and Related Resources

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Procedure		
2. If community expectations or opinions are solicited, what methods will be used to gather them?		
a. Responding to questionnaires and/or rating forms by mail.	-difficult and costly to design a questionnaire that produces useful information but also takes a reasonable time to fill out -return rate may be low, thus limiting representativeness	Beaverton Oregon State Department Placer
b. Responding to questions in interviews or by telephone.	-much more expensive per respondent than written questionnaires -response rate usually quite high -difficult and costly to design an interview format that produces useful information but is also reasonable to respond to -requires trained interviewers/questioners	Beaverton Oregon State Department
c. Participating in committees.	-time consuming for community representatives -difficult to achieve consensus	Beaverton, Cincinnati, Far West Lab, Fresno, Phi Delta Kappan, SPECS
d. Participating in public meetings.	-enables most people who wish to be involved to participate -cost generally low -poor response rate -respondents may not be representative of entire community	Beaverton Fresno Placer
e. Responding to presentations made via the media.	-enables all who wish to be involved to participate -cost generally low -poor response rate -respondents may not be representative of entire community -this approach leaves open the question of how community is to respond	

Approaches to Goal Setting, Implications and Related Resources

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Procedure		
3. What type(s) of involvement in goal setting will the community have?		
a. Providing information, opinions or ideas to educators who will then write goals.	-community representatives do not need to be skilled in writing goals	Beaverton Placer
b. Actually writing educational goals.	-community representatives need to become skilled in writing goals -provides greater participation for community -takes more time	Fresno
c. Ranking educational goals according to their importance.	-allows community to participate in setting priorities -leaves open the question of practical significance of differently-ranked goals	Beaverton, Cincinnati Far West Lab Fresno, Phi Delta Kappan Placer
d. Approving/disapproving goals.	-gives community final say -disapproval may be a meaningless option since all goals are usually viewed as desirable.	
e. Editing or revising goals	-allows community to modify goals rather than merely accept or reject them	Phi Delta Kappan

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Procedure		
4. Will different types of community and school people work together or separately to carry out goal setting?		
a. Separately--for example, independent committees of students, school staff, and parents.	-may make communication, and completion of the work, easier within each group -helps ensure that persons in all categories have opportunity to express their views -requires additional procedure to compile or reconcile differences among the work of different groups	Beaverton Fresno Oregon State Department Placer
b. Together--for example a committee on which students, school staff, and parents are all represented.	-encourages exchange of wider initial pool of ideas and opinions -contributes to developing a goal statement that truly is a community product in the broadest sense -requires much time and energy -outspoken persons or professionals may dominate the group	Beaverton Cincinnati Fresno Oregon State Department Phi Delta Kappan SPECS

Issues, Considerations Relating to Them, and Alternative Approaches	Implications of Each Approach	Related Resources
Procedure		
5. If different groups set goals independently, what procedures will be used to reconcile differences or compile their work?		
a. Delphi technique--after each session the work of all the groups is compiled and sent back to each group for further work; this process is continued until all groups agree with the resulting statement.	-gives all those who initially set goals a chance to be involved in the process of reconciling or compiling the work -generally efficient and effective for reconciling differences	Fresno Oregon State Department
b. A conference committee with representatives from each group could resolve differences.	-only those on conference committee have final say -leaves open the procedure by which differences are to be reconciled	
c. A numerical approach--for example, voting on each goal and accepting all those approved by a majority of the members of each group, or rating and accepting all those above an agreed upon minimum rating.	-fairly democratic -may eliminate some goals which are important but which the majority failed to state initially	Placer

RESOURCE REVIEWS

Eight resources which are available to guide educators and community people in educational goal setting are reviewed on the following pages. They have been selected from over two hundred documents initially identified in the literature review for this resource guide.

Community involvement in educational goal setting and decision making is a prominent concern in the field of education. Professional journals have published many essays on the advantages and disadvantages of seeking community input, there are numerous case studies describing successes and failures, and some articles and manuals consider how to accomplish involving the community and/or instituting a goal-setting process. To review all these materials would be a mammoth task; much information would be duplicated; and much would be irrelevant. Therefore, we elected to use two criteria in determining which resources to include. First, we included only materials which could be used at a district level. Second, we insisted that the materials be useful guides for action, rather than just case studies. However, the information and ideas derived from materials that did not meet these criteria is also reflected in the chart of issues, considerations and alternative approaches.

The following reviews are not exhaustive of all resources that meet these criteria, but they represent all that could be identified and personally reviewed in the limited time available. Others will be added in later versions of the guide as they become available.

Beaverton

Title: The Beaverton School Community Goal-Setting Program

Description: A detailed report of how a wide variety of goal-setting strategies were implemented in one school district.

Publication Date: May, 1975

Originator: Beaverton School District
Beaverton, Oregon

Intended Users: The report was written for the project funding agency, the Weyerhauser Foundation, for the Oregon State Department of Education, and for other school district administrators.

Purposes: Goal: Increased school district sensitivity and responsiveness to community needs.

Contents: Community involvement was sought in defining both district and school program goals. Four approaches toward obtaining district goals are described: (1) a random sample of district voters was surveyed and asked to prioritize pre-set goals; (2) person-to-person interviews were done to obtain rankings of pre-set goals; (3) members of community organizations were asked to sort goals into three priority groups; and (4) in meetings, community members generated statements of expectations about schools and matched these to pre-set goal areas. In determining program goals, school faculty met with parents and students (at the secondary level) to discuss classroom goals, and to improve communication between parents and teachers.

Main Activities: Completing questionnaires; ranking goals; participating in group discussions.

Provisions for Use: Varies with different approaches.

Related Materials: A slide-tape prepared by Beaverton for use at meetings.

Ordering Information: Write:

Beaverton School District #48
P.O. Box 200
Beaverton, Oregon 97005

Cincinnati

Title: Setting Goals for Local Schools: Community Training Program

Description: A training package consisting of ten units; a trainer's manual and instructional slide-tapes to accompany some of the units.

Publication Date: (Unpublished - developed 1972-1973)

Originator: Cincinnati Public Schools
239 East Ninth Street
Cincinnati, Ohio

Intended Users: Members of the community and school teachers and administrators.

Purposes: Goal: "...to provide local school-community members with skills in identifying the needs and problems of their school, and translating these problems into goals for the school community to pursue."

Skills/Objectives:

1. Interaction skills in group decision making.
2. Identifying school problems/needs in group discussions.
3. Clarifying/formulating problem statements.
4. Identifying school problems/needs using schools' objective data.
5. Validating perceived problems/needs with schools' objective data.
6. Developing and conducting a community survey.
7. Analyzing survey results.
8. Translating problem statements into goals.
9. Prioritizing goals.

Contents: A trainer's manual; an instructional booklet; and four associated slide-tapes.

Main Activities: Simulation exercises for groups; self-tests and paper-and-pencil exercises done individually and in groups; and small-group (4-6 persons) discussions concerning every unit.

Provisions for Use: Format: Workshop or meeting for groups of 12-30 persons.
Personnel: The trainer's role requires some experience in managing group training sessions and some familiarity with educational tests and

Cincinnati, continued

measurement, sampling and survey methods, and school-community relations.
Product Components: The trainer's manual, a loose-leaf training manual and four slide-tapes.
Time Span: Three full days or five half-days no more than a week apart.

Related Materials: Evaluator's Manual.

Ordering Information: Write:

Department of Research and Development
Cincinnati Public Schools
239 East Ninth Street
Cincinnati, Ohio 45202

Cost: No cost is specified, as the materials are not published. Written permission of the above agency is required to reproduce and/or use the materials.

Far West Lab

Title: Determining Instructional Purposes - Unit 1: Setting Goals

Description: A training package consisting of a four-module training unit and a coordinator's handbook for educational administrators, grades K-12, treating the areas of deriving, refining and prioritizing goals.

Publication Date: 1974

Originator: Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

Intended Users: Assistant superintendents, curriculum directors, principals, department heads and lead teachers, grades K-12. It might also be used jointly by community members and school personnel who are working on educational goals for their school district.

Purposes: Goal: Participants will be able to specify and refine desired educational outcomes in terms of learner behavior.

Skills/Objectives:

Introduction:
1. Name and locate five types of desired student outcomes in the appropriate order of generality-specificity.
2. Recognize the inherent characteristics of each type of desired student outcome by matching examples of each type with particular characteristics.
3. Discriminate examples of each type of desired student outcome as to whether they are goals, goal indicators, curricular objectives or instructional objectives.

Module 1:
4. Specify criteria for deriving goals for a district goal statement.
5. Discriminate goals or objectives concerning student outcomes from goals or objectives related to other school concerns.
6. Discriminate goals that are and are not compatible with a given educational philosophy.
7. Evaluate sample lists of goals in terms of their comprehensiveness.
8. Derive a goal statement that emphasizes student outcomes, is compatible with a given educational philosophy, and is comprehensive

Far West Lab, continued

with respect to the major areas of life in which students will be involved.

Module 2:
9. Specify criteria for refining goals into goal indicators.
10. Evaluate sample goal indicators as to the extent to which they meet each criterion.
11. Specify goal indicators, each of which represents the goal, involves a life-related outcome, involves an observable outcome, and is positive in nature.

Module 3:
12. Specify criteria for screening sets of goal indicators for adequate coverage of the goal.
13. Revise sample goal indicators that do not meet each criterion.
14. Screen a set of goal indicators for adequate coverage of the goal, and rewrite goal indicators, write additional ones, or eliminate redundant ones, if necessary.

Module 4:
15. Specify the basis for prioritizing a set of goal indicators.
16. Identify critical characteristics of various procedures and sampling techniques that may be used in obtaining assessments of goal indicators by school-related groups.
17. Analyze the results of the assessment of goal indicators and use the results to prioritize the set of goal indicators.

Contents: Four modules concerning:

1. deriving district goals.
2. refining goals into goal indicators.
3. screening sets of goal indicators.
4. prioritizing goal indicators.

Main Activities: Each module includes reading materials and self-test exercises with suggested answers. There are worksheet assignments to be completed and reviewed by another participant; group discussions conclude each module. Individual assignments are given, based on each participant's "real-life situation."

Provisions for Use: Format: Workshop or course.
Personnel: A coordinator to schedule units, lead discussions and monitor participants' progress. No special training is required for the coordinator, as the coordinator's handbook provides all necessary information for the role.
Product Components: The coordinator's handbook and a loose-leaf training manual.
Time Span: Five meetings of 2-3 hours each.

Far West Lab, continued

Related Materials: Determining Instructional Purposes: Orientation Booklet; Unit 2: Analyzing Problems; and Unit 3: Deriving Objectives.

Ordering Information: Write:

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103

Cost:

Coordinator's Handbook $6.00
Training Materials (each unit) $10.00
"Sample Kit" (sample pages from each unit) $1.00

Fresno

Title: School and Community: Partners in Education - A Way to Determine Needs and Set Goals.

Description: An implementation guide for involving a large community group in determining school needs; and a smaller, but representative, group in refining the needs into priority and goal statements.

Publication Date: July, 1973 (2nd edition)

Originator: Fresno County Department of Education
Fresno, California

Intended Users: School boards, project directors or consultants, school staff and participant citizen groups.

Purposes: Goal: To establish a communication process that encourages community input to and understanding of school activities.

Skills/Objectives:

1. Broadly representative participation.
2. Writing practical goal statements for schools.
3. Introduction of a basis for school evaluation and accountability.

Contents: A guide booklet with flow charts and narrative to help the user conceptualize the goal-setting process. The guide is designed for use in districts with a small number of schools, and the authors recommend deducing district goals from the goals of individual schools. Suggested program modifications are offered for use in large districts. Detailed instructions are given for organizing and conducting both large community meetings and the smaller steering committee work sessions.

Main Activities: Large community groups meet to state and prioritize school needs. Smaller community steering committees sort and refine the need statements and rewrite them as goal statements.

Provisions for Use: Format: Large community conferences and smaller community work sessions.
Personnel: A project director who has a good deal of time to devote to the process; and a community steering committee of some 24 - 30 people.
Time Span: One large community meeting of five hours (or two 3-hour meetings within a week); and at least two 3-hour work sessions at the steering committee.

Fresno, continued

Ordering Information: Write:

Fresno County Superintendent of Schools
2314 Mariposa Street
Fresno, California 93721

Cost:

$3.25 per booklet

Oregon State Department

Title: Schools and Communities: Setting Goals

Description: A resource manual and a workshop guide with two slide-tapes describing a rationale and various procedures for involving the community in goal setting.

Publication Date: (Unpublished as of April, 1976)

Originator: Oregon Department of Education
942 Lancaster Drive, N.E.
Salem, Oregon 97310

Intended Users: School Administrators.

Purposes: Goal: The goal of the manual is to suggest to school districts how they may involve staff, students, and members of the community in setting goals. The goal of the workshop guide is to provide a sequence of activities for a workshop in which representatives of school districts and their communities plan strategies for setting goals.

Contents: These materials were prepared under a grant from the Weyerhauser Foundation. The manual presents a rationale for community involvement in setting goals and defines important terms. A worksheet is provided for thinking through a strategy for goal setting in terms of five major issues:

1. How will the districts' goal-setting program be administered? (Administration)
2. What will be the nature of the goals developed? (Product)
3. Whose expectations will be reflected in the goal statements? (Participation)
4. What will you want the goal-setting group to do and how do you want them to do it? (Process)
5. What will be done following completion of the goal-setting process? (Utilization).

Eighteen decision questions are posed relating to these issues. The manual then presents 4- to 8- page descriptions of selected school-community goal-setting "programs," seven to set goals at the district level and two to set goals at the program and course level.

The district-level goal-setting programs are listed below:

1. Community Expectations of Student Skills. (This is one phase of the Beaverton program, described elsewhere in this resource guide.)

Oregon State Department, continued

2. Educational Goals and Objectives Model. (This is the case study of the development of the Phi Delta Kappan material, described elsewhere in this resource guide.)
3. Emerald Goal Definition Process. (This is the case study of the development of the SPECS material, described elsewhere in this resource guide.)
4. Project Interaction. This is an approach developed by the Washington State Office of Public Instruction. Participants develop "images" of what the school may be like in the future and set priority goals on this basis.
5. Reynolds-Delphi Program. The Reynolds School District of Troutdale, Oregon had a task force of educators, parents and students develop broad goal statements; a series of three questionnaires were mailed to district households asking them to rank and rate the goals.
6. Rural Futures Development Program. A case study of how goal-setting task forces in a rural Utah community developed goals and validated them with broader community surveys.
7. The Charrette. A case study of how community groups in Des Moines, Iowa met for ten full working days to develop "educational specifications."

The program and course-level goal-setting programs were both in Oregon. At Neah-Kah-Nie, a small group of community people were trained in writing goal statements and worked with teachers to develop program-level goals. The Warm Springs Curriculum project describes how community members, working five hours a day, five days a week for eight weeks, developed eighteen lessons for the schools to use.

The workshop guide describes necessary materials and activities for conducting a workshop with school and community representatives from one or more districts. It includes the narrative of the first slide-tape presentation which describes the rationale for goal setting, and the narrative of the second slide-tape presentation, a review of five of the goal-setting programs described in the manual.

Main Activities: The workshop component provides for viewing of slide-tapes and development of goal-setting strategies in small-group discussions.

Provisions for Use: Format: A workshop.
Personnel: A trained group leader to direct the workshop.
Product Components: The report, a workshop manual and two slide-tapes.
Time-Span: One full day.

Oregon State Department, continued

Ordering Information: Write:

Oregon Department of Education
942 Lancaster Drive, N.E.
Salem, Oregon 97310

Cost: Not defined before publication

Phi Delta Kappan

Title: Educational Goals and Objectives: A Model Program for Community and Professional Involvement

Description: A packet of activities for a community goal-setting workshop and an instruction manual for teachers on writing performance objectives.

Publication Date: 1972

Originator: Program Development Center of Northern California
California State University, Chico
Chico, California 95926

Intended Users: Community members, school staff, students and administrators.

Purposes: Goal: To involve community, professional staff, and students in an attempt to provide program decision-making information with relatively limited time and costs.

Skills/Objectives:

1. Broadly representative community participation and involvement with school staff.
2. Generating of quantitative data showing how well district goals are being met and how well they should be met.
3. Writing pertinent performance objectives for instructional programs.

Contents: An Administrator's Manual with complete instructions and sample material for announcing and conducting meetings, workshop packets with lists of goals and materials to manipulate in ranking them; Instructor's Manual for the programmed course in writing performance objectives; and the Programmed Course for Writing Performance Objectives booklet.

Main Activities: A task force identifies a community group, which in two meetings ranks the goals provided and determines how well these are being met by the district.

District teachers are trained to write performance objectives relative to these goals.

Dissemination and follow-up activities are provided/ suggested.

Phi Delta Kappan, continued

Provisions for Use: Format: Community meetings and teacher workshops. Personnel: Both require an activity leader; but no special training is required for either role, as the Administrator's and Instructor's Manuals are thorough. Time Span: Two weekly community meetings of 2-3 hours each; four weekly workshops of 2-3 hours each.

Ordering Information: Write:

Phi Delta Kappa
8th and Union Street
Bloomington, Indiana 47401

Cost:

$4.00 per workshop packet

Placer

Title: The Placer System - A Three-Part Accountability Model

Description: A highly technical model for how to determine district goals, and describe and evaluate programs in the context of these goals.

Publication Date: November, 1972

Originator: Placer County School District
Auburn, California

Intended Users: Educators.

Purposes: Goal: To develop a uniform system of accountability between educators, community members and school boards.

Skills/Objectives:

1. Community members will define and prioritize general goal areas.
2. Educators will write objectives, program goals and an educational philosophy in this context.
3. All school programs will be objectively evaluated in the context of goal achievement.

Contents: The booklet describes a three-part model for obtaining and using community input on educational goals. It offers some general guidance for implementation and provides five sample questionnaires to be used in obtaining community input. There is extensive reference to educational and social science theory, statistics and research methodology, especially in the evaluation section.

Main Activities: Community people individually write out their ideas of educational purposes and/or complete questionnaires.

Provisions for Use: Format: Three to six 2-hour community meetings for the first part; others are school-based activities.
Personnel: Group leaders for community meetings and trainers and/or knowledgeable committees for other activities. Consultants will probably be needed for full system implementation.

Ordering Information: Write:

Placer County Office of Education
1230 High Street
Auburn, California 95603

SPECS

Title: Community-Based Broad Goal Definition: Component Four of the School Planning, Evaluation and Communication System - Implementation Booklet

Description: A guide to developing a goal-setting strategy, including a list of pertinent questions to be answered when embarking on a goal-setting project.

Publication Date: 1975

Originator: Center for Educational Policy and Management
University of Oregon
Eugene, Oregon

Intended Users: School administrators or school board members.

Purposes: Goal: To "help a group in a school district develop an initial description of their strategy for involving community representatives in broad goal definition."

Contents: A booklet of questions, narrative discussion and writing space. The rationale for community-based broad goal definition and its potential benefits are described. Nineteen sets of questions and comments are presented to help the reader think through a specific strategy for involving a representative community group from the school district in broad goal definition. The questions address five major issues: Coordination: How will planning and implementation of the strategy be coordinated? Product: What will the district's completed goal hierarchy look like? Participation: Whose opinions will be reflected in the goal hierarchy, and how will they be sampled? Process: What will be the general characteristics of the district's goal definition strategy? Use: And when it is complete, what will be done with the district's goal hierarchy?

Main Activities: The user writes in answers/decisions for the questions posed in the booklet.

Provisions for Use: Format: Independent reading or focus of group discussion.
Product Components: The guide booklet.

Related Materials: A Supplement to the Component IV Implementation Booklet: Broad Goal Definition in Emeral School District.

SPECS, continued

Ordering Information: Write:

CASEA
Center for Educational Policy and Management
University of Oregon
1472 Kincaid
Eugene, Oregon 97403

Cost:

Component Four Implementation Booklets $2.00 each.